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ABSTRACT

At least five topics are relevant to the professional development of school principals in Australia. First, the Deputy Principalship might well be considered an internship for guided experience in the skills of administration and in the art of leadership. Second, although programs of study in administration vary from institution to institution, a typical one involves scholarly pursuit of knowledge and also emphasizes the value of experience in enhancing the relationship between theory and practice. Third, regional associations of the Australian Council for Educational Administration provide opportunities for professional development, especially in relation to matters of professional knowledge and the professional culture. Fourth, an aspiring school principal can develop his knowledge and skill through travel, research, and by pursuing such specialized secondments as curriculum adviser, professional assistant in a regional office, or member of a research and development group. Fifth, professional development is influenced by such "career development resources" as personal commitment, persistence, visibility, time availability, knowledge, reputation for expertise, and articulateness. (Author/JG)

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PROFESSIONAL DEVELOPMENT OF THE SCHOOL PRINCIPAL

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This paper will present five topics that we might examine for their relevance to the professional development of school principals.

- Internship aspects of the Deputy's role.
- The contribution of programmes of study in administration.
- The contribution of A.C.E.A. - affiliated regional associations.
- Secondments, travel and research.
- Career advancement resources.

First, let us dismount from high horses. What is a professional? We have professional cricketers, professional golfers. I was once briefly a professional soldier. That is one of the older professions. These professionals are identified by dedication to their profession, by being good at it, by working at it full time, and by being paid for it. The profession of school administration surely possesses these characteristics.

We can go further and identify various categories of profession. The Concise Oxford Dictionary identifies, for example, those who are carpenters by profession, or the acting profession. It refers also to the learned professions.

Perhaps when educators engage in their regular soul-searching about professionalism, they are really thinking about whether they belong to one of the learned professions. Greenwood (1) identifies five characteristics of a learned profession:

Body of theory - requiring a formal education programme to gain conceptual knowledge as a basis for skill development and task performances. Greenwood sees this as suggesting a programme for both intellectual achievement and an apprenticeship in learning skills.

Professional authority - the professional is the authority for what the client needs. Non-professions have customers, and the customer is the authority for his own needs.

Sanction of the community - relates to the control a profession is allowed to exercise over its training centres, licensing of practitioners, client relationships and general professional practice.

Professional culture - norms and values unique to the profession, the stereotype of the ideal professional colleague. Training schools have a responsibility to ensure that their graduates are acceptable to this culture.

Code of ethics - for the learned professions this code tends to be altruistic and oriented towards service to the public.

Sanders (2) identifies seven characterisitcs of a learned profession. These characteristics can be related readily to those proposed by Greenwood:

Body of professional knowledge (compare Body of theory)

Professional association (compare Sanction of community)

Area of investigation (compare Body of theory)

Techniques and skills (compare Body of theory)

An art and a science (compare Body of theory)

General practitioners and specialist (compare Professional culture)
Code of ethics

I would propose that we might simplify matters by speaking of three characteristics of a learned profession, integrating all of those features proposed by both Greenwood and Sanders.

A body of professional knowledge and skills to be gained through both formal study-programmes and guided experience. The basic conceptual knowledge would be enhanced by investigations into the nature and practice of the profession.

Professional authority vested in both the individual practitioner and in his professional association. The individual professional's authority is the basis of his relationship with clients. The professional association has authority in regard to training, licensing, client relationships and the general professional practice of members. A.W. Combs (3) tells us that:

> "A professional worker is a person whose judgment can be relied upon. It is this quality of judgment that separates professional work from mechanical. Only the profession can judge the effectiveness of its members".

This is what professional authority means, and it leads us on to the third criterion of a learned profession.

A professional culture, the norms and values of which are stated in part in a code of ethics. This culture accommodates general practitioners and specialists.

We are now in a position to more closely examine the implications for the professional development of school administrators of the five topics previously outlined in this paper. We can structure these implications quite simply against the criteria of the three suggested characteristics of a learned profession.

	Internship	Programmes of Study
Body of Professional Knowledge and Skills		
Professional Authority		
Professional Culture		

	Regional Assns	Secondments	Resources
Body of Professional Knowledge and Skills			
Professional Authority			
Professional Culture			

1) The Deputy Principalship might very well be considered as an internship for guided experience in the skills of administration and in the art of leadership.

Too often it seems is the Deputy Principalship concerned merely with delegated routine duties - or else with the real responsibility running a school with a virtually retired Principal. Walker (4) in fact has drawn attention to the creative role of the Deputy in such a position.

> "Amid all of this complexity the deputy headmaster, because of the unique position in which he finds himself when the Great Man in charge of the school retires to exercise traditional power in the loneliness of his office, is often capable of providing the charismatic and rational leadership that pupils and teachers need. Schools need leadership which is both sensitive and intimate. We cannot legislate for sensitivity and intimacy but we can - and should - look to the deputy to inject these characteristics into what is too often a moribund, impersonal institution. We can look forward, too, to their inspiring and influencing the potential heads and deputy heads on their staffs - and perhaps most important of all - to rejecting some of the sad stereotypes of today, and of setting an example in their relationships with their own deputies when they themselves become headmasters."

Too often has delegation been perceived as possessing some sort of inherent administrative virtue. Delegation has value, I would suggest, only when it represents the handing down of authority to persons of appropriate ABILITY, who are TRAINED in their duties and are educated to understand, accept and respect the OBJECTIVES and POLICY of their organisation.

The Deputy Principalship as an internship should allow for the proper training of the Deputy for an eventual vigorous school leadership role. I believe that A.C.A.E. should take to itself the professional authority that would support this whole notion.

Through carefully planned experiences and thoughtfully fostered contacts the Deputy can be influenced in terms of the norms and values of the principalship. Whatever these may be is a question to be pursued elsewhere and at another time in some depth.

The Deputy learns to be a Principal by learning to behave like one. There should be a gradual induction into the Principal's role. The N.A.S.S.P. has identified five areas of responsibility for the intern Principal, that could form the basis of guided learning experiences:

Curriculum

Staff Utilisation

Teaching and Learning

Pupil Personnel Administration

Organisation and Management.

The N.A.S.S.P. advises that certain out of school experiences should form part of the internship, and these too warrant our support:

Visiting other schools for observation and consultation.

Working with community agencies.

Participation in professional associations. (5)

In the secondary school this internship is a time of transition from having a subject-department perspective to the gaining of whole-of-school perspective.

The question to be asked is whether A.C.E.A. should and might take some action to promote the notion of the Deputy's position being one for a guided induction into the Principalship.

2) Programmes of study vary from institution to institution, so let us take one example. The Armidale C.A.E. programme is outlined here.

The programme comprises five major courses. Four are year-long courses of study, while one is an extended independent administrative experience.

1) Contemporary Issues in Education -

Recent reports and journal articles, emerging trends and matters of public or professional debate in curriculum and administration. Each student is required to undertake an independent study in the field of modern curricular developments.

2) Organisation and Administration Theory -

Theory and research related to understanding the complex nature of modern organisations, administrative concepts, and group dynamics.

3) Organisation and Administration of Schools -

Community relationships, allocation of resources to schools, operation of the school office, the planning of facilities, school law, and personnel administration.

4) Educational Leadership -

The administrator as instructional leader and a catalyst for change in improving education. Policy development, professional development of staff, implementation of innovation.

5) Administrative Experience -

(a) Presentation of a report upon a long-term independent field experience, covering a minimum period of sixteen months.

(b) Observation of administrative practices, and consultation in schools for a total of at least ten half-days.

(c) Residential schools practical experiences.

Whilst this programme involves scholarly pursuit of knowledge in depth, it also emphasises the value of experience in enhancing the relationship between theory and practice. To ensure its relevance to practical aspects of administration, the programme is topic-centred rather than discipline-centred, and is distinctly contemporary in perspective. Intensive reading on a wide range of relevant topics is a feature of the programme. Study units and reading guides are despatched by mail in lieu of lectures for external participants. At present the Diploma is awarded at UG2 level, but is likely to be upgraded to PG1 for 1978. The programme focusses directly upon the school principalship.

Such programmes quite clearly provide the intellectual and conceptual bases for professional development. They develop a good background of knowledge for the professional authority of the school principal. In various component units, such as on values theory and role theory, or in simulation exercises there is opportunity to discuss and develop a sophisticated understanding of the professional culture.

Crane proposed, in a paper presented to the Penang regional conference of C.C.E.A. in 1975, that any development programme for Principals must include the nurture of skill in making reality judgments, in making value judgements, and in coalescing these judgements as "appreciative judgments" through experiences in decision making (6). This point of view underlies the programme in school administration offered by A.C.A.E. For a period during the 1960's there was evident a tendency to scorn "how to do it" approaches to courses for teachers and school administrators. Happily, this academically pretentious attitude seems now very much diminished.

If there is one feature of the professional culture of school administrators it is surely that noted in Margaret Mackie's recent book. It is a concern to "get the job done" (7). Courses that contribute to the professional development of the school principal will enhance the ability to get the job done if they emphasise the relationship between theory and practice, with the greater honour to the latter. A worthwhile study programme that provides adequate intellectual and conceptual bases is necessarily theoretical. The "how to do it" implications of that theory need to be emphasised in any programme that purports to foster the professional development of school principals.

3) Regional associations of A.C.E.A. provide opportunities for professional development, especially in relation to matters of professional knowledge and the professional culture.

To ensure the optimal professional development of school principals our associations must provide opportunities for the appropriate and progressive involvement of all members.

"People who join bodies such as C.C.E.A. do so as an expression of their professional outlook", we read in C.C.E.A. Newsletter (8).

Yet participation in high-powered professional conferences is often a daunting challenge to the average school principal or deputy. The N.E.A.E.A. has recognised this fact.

Our regional Association assumes a nurturant role in encouraging and fostering professional involvement - presenting papers, participating in panel presentations or chairing our regional conferences each term. Each member has the opportunity to grow professionally, to test his new efforts in the context of what is truly a group of his peers. We of N.E.A.E.A. believe that regional associations, rather than State branches affiliated with A.C.E.A., provide optimally for the professional development of members.

4) Secondments, travel and research can contribute in especially valuable ways to the professional development of our general practitioner school principals.

A two-year by-path during the career of an aspiring school principal can develop his knowledge and skill in a specialist area, providing a useful career resource. For example, we might think of secondments such as:

Curriculum adviser

Professional assistant in a regional office

Member of a schools building research and development group.

Interstate and overseas exchange appointments, travel to attend national or international conferences, travel to study or observe interstate or overseas, all can benefit the principal's professional knowledge and skill, enhance professional authority, and develop a greater sensitivity to the professional culture.

Let us also consider the needs for research in areas relevant to the principalship:

- Need to put research findings into practice.
- Need to stimulate research production.
- Need to evaluate current research findings.

The school principal also has a role as institutional researcher to determine the facts about his staff (e.g. expectations, morale), parents (e.g. achievement press in the home), pupils (e.g. learning abilities and interests) and himself (e.g. L.B. D.Q.).

The professional culture might perhaps need to foster more enthusiastically the contributions that research can make both to effective school management and too the professional development of school principals.

5) Career advancement resources:

During research into influential leadership in educational policy making (9), I became consciously aware for the first time of the importance of what I shall call here "career advancement resources". Ultimately I identified 64 such resources.

Let us consider just a few of them:

Well-being	Knowledge
Commitment	Travel abroad
Persistence	Reputation for expertise
Visibility	Access to information
Time avaliable	Articulateness
Reputation for responsibility	

Here we touch upon certain realities that may not easily be matched against our three criteria, yet they can be shown to be relevant to career advancement - itself the product of professional development. The relevance of these resources can be traced in case studies of educational leadership (e.g. Wyndham in N.S.W. or Robertson in W.A.). Their relevance is evident notably in the work of Dahl (10), Krauss (11) Banfield (12), Presthus (13), Polsby (14), Hickson (15) and Bumbarger and Thiemann (16), all of whom write about political resources. It is suggested here that professional culture of the school principal should acknowledge these realities.

This paper sketchily touches upon five areas that now might be considered in greater depth for their actual and potential contribution to professional development. As a result of the discussions of the interest group that greater depth of consideration should produce both wider appreciation of avenues for professional development and a further refinement of this paper.

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